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ABSTRACT

This practicum addressed the problem of seventh grade compensatory education students' not having adequate instruction, opportunity, or experience to prepare for success in any level of eighth grade English. Overall goals for the practicum were to give instruction in public speaking, to provide opportunities for students to engage in public speaking, and to give students a foundation in oral expression so they might experience greater success in eighth grade. The practicum report contains five chapters as follows: Chapter 1: Introduction (describes the community in which the practicum took place and the researcher's work setting and role); chapter 2: Study of the Problem; chapter 3: Anticipated Outcomes and Evaluation Instruments; chapter 4: Solution Strategy; and chapter 5: Results, Conclusions, and Recommendations. The report's conclusions confirm that students did gain success and a foundation in oral expression through instruction and opportunities for practice. Ten tables of data are included, 13 references are listed, and 17 appendixes containing the seventh and eighth grade curricula in oral expression, 11 types of tests, a survey of English teachers, and a generic evaluation form are attached. (MG)

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P R A C T I C U M

REPORT

Center for the
Advancement of Education
Ed.D. Program

Improving Public Speaking Skills in the Seventh Grade Compensatory Education Student Through Enhanced Instruction and Opportunity for Practice

BY

Nan Kelly Wilson

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Improving Public Speaking Skills in the Seventh Grade Compensatory Education Student Through Enhanced Instruction and Opportunity for Practice

By

Nan Kelly Wilson

Cluster XXVII

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Nan Kelly Wilson under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

October 15, 1989
Date of Final Approval
of Report

Walter Schurman, Ed.D.
Adviser

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ABSTRACT

Improving Public Speaking Skills in the Seventh Grade Compensatory Education Student. Wilson, Nan K., 1989: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood.

Descriptors: Secondary Education/Middle School/ Intermediate Grades/Junior High School/Seventh Grade/ Compensatory Education/Language Arts/Public Speaking/Oral Expression.

This practicum addressed the problem of seventh grade compensatory education students not having adequate instruction, opportunity, or experience to adequately prepare the student for success in any level of eighth grade English. The literature review did not disclose any acceptable program for developing public speaking skills in the seventh grade compensatory education students. Most references did address desirable public speaking elements.

The writer's goals were: (1) to give compensatory education students instruction in public speaking so that they could function in situations that require that they speak to a group; (2) to provide opportunities for the compensatory education student to engage in public speaking, so that they gain confidence through experience; (3) to give students a foundation in oral expression so they may experience greater success with the eighth grade.

All of the classes that participated in the program met the objectives of the practicum. Results indicated that students did gain success and a foundation in oral expression through instruction and opportunities for practice.

CHAPTER I

INTRODUCTION

Description of Community

The setting in which this practicum took place is in a large metropolitan county in a progressive southern state. The county employs 6,000 teachers and is responsible for educating approximately 120,000 students annually. The county has an annual budget of $700 million. The county is under certain financial strains, one of which is a 20-year-old federal desegregation bus order which mandates that the county's schools reflect racial populations similar to that of the county's population. A racial quota of 80% white and 20% black has been mandated. Hispanics and orientals are counted in separate categories, but for the purpose of this ruling are counted as white.

The setting is a small, public school located near the Latin district in this city. The school was formerly an all-black seventh, eighth, and ninth grade school, which due to the desegregation ruling, was converted into a seventh grade center with the required formula. To fulfill these requirements, the county school board adopted a plan calling for the bussing of

400 white students from a middle-class suburb of the city, located about 20 miles southeast of the school. The 20% of black students come from the school's poor black and Hispanic neighborhood. These students either walk to school or ride buses much shorter distances than their white classmates.

The suburb from which the 80% of white students come is a stable, bedroom community of middle and upper-class whites. Many of the parents are professional, military, or business people. Many have had some college education and are interested in the education of their children. In contrast, the area surrounding the setting of this report is the oldest traditional housing area for blacks in the city. The setting also geographically borders the city's traditionally Hispanic area. Across the street from the school is an old, but still inhabited public-housing project. Across the street and in front of the school is a rent-controlled housing project built by a labor union with the funds from its pension program. The union project is newer and better maintained than the older public housing. It also costs more to live there. There is a waiting list for both projects, however.

Many of the families living in the public housing are on welfare, including food stamps and free lunches

at the school for the students. Many of the families from the union housing have stable, but low-paying jobs. These families may not be on welfare full time, but many do get social services, including food stamps and free or reduced lunches at school.

A busy four-lane street divides the two housing projects. It is a known thoroughfare for drug dealers and prostitutes, some of whom reside near or in the projects. While crime from the activities on the street does not affect the day-to-day activities of the school, the faculty and staff who work with these children are aware of the students' preoccupation with what is happening on the street.

Some of the children who live in the neighborhood exhibit emotional, behavioral, and/or learning problems. These children are served by two teachers for those with specific learning disabilities, and two guidance counselors. Two assistant principals for student affairs and a school resource officer are also on staff. These professionals work with all 630 students, but spend more time with some than others, as needs dictate.

Five levels of English are taught at this school due to the county's policy for ability grouping of students. The criteria used to place students in these classes are the student's fifth grade scores on the

Comprehensive Test of Basic Skills, a norm-referenced test given to all students in the country to determine the students' ability in reading and mathematics. Students' raw scores are converted to percentile scores. Students with scores of 0% to 25% are placed in the compensatory education level. Students with scores of 26% to 35% are placed in the basic level. Students with scores of 36% to 75% are placed in the average level classes. Students with scores over 76% are placed in advanced level classes. Students with traits of giftedness are referred to a school psychologist. Those students with I.Q. test scores of 135 or over are usually placed in the gifted level.

The setting for this report is the three compensatory education classes taught by the writer. The class load is kept to 20 students or below. An assistant teacher tutors selected students from these classes 3 days a week. A prescribed curriculum which focuses on 26 basic reading and writing skills has been used for the last 10 years. Students must pass a test on these skills in their 11th and 12th grades as one of the requirements for receiving a high school diploma.

Writer's Work Setting and Role

The writer is the teacher of three compensatory education classes at this school. She holds a bachelor

of arts degree in English and Mass Communications Education and a master of science degree in Public School Administration and Supervision. She has taught junior high school English for 11 years, the last 8 of which have been at this setting. For the last 5 years the writer has also been the department chairman. Her duties as chairman include ordering supplies, coordinating department events, ordering supplementary materials, and assisting administration with scheduling and staff development. It is also the responsibility of the department head to interpret trends in tests scores and to plan strategies for improving test scores and the overall effectiveness of the department.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The current language arts curriculum developed for the seventh grade compensatory education student included little study of oral communication. The curriculum did have four requirements in the category of oral expression. Those requirements were that the student: (a) recite a given presentation; (b) describe in his or her own words, how two objects or pictures differ; (c) tell about any action in a given picture; (d) use democratic principles to govern a discussion. The curriculum was detailed in the areas of spelling, syntax and usage, grammar, mechanics, vocabulary, listening skills, reading, test-taking, and thinking skills.

The compensatory education class was designed to remediate the deficient student in reading and writing skills to the extent that upon successful remediation the student could then be placed in a higher and more challenging environment. While the curriculum was strong in reading and writing skills, it lacked any

strong emphasis on skills which foster oral communication and proper oral speech patterns. The curriculum did not promote self-confidence in the student to attempt any project later on in school or life which would require him or her to speak before others in a more formal situation.

A major problem presented itself when the compensatory education student was remediated successfully in the areas of reading and writing, and was moved to the basic or average level class. Here the student was faced with more requirements in activities that necessitate the student speak formally to the group. The eighth grade oral expression curriculum required that the student demonstrate the use of standard English form to respond orally by showing competence in six subskills: (a) describe how two objects or pictures differ; (b) respond to a teacher-directed question by using a complete sentence; (c) use correct agreement between subject/verb, pronoun/antecedent in an oral response; (d) use appropriate vocabulary in an oral response; (e) select/give the correct response to an oral communique in a clear, concise manner; and (f) responding orally, give the details that summarize an oral communique. All six of these subskills were required by all students in eighth grade English

levels from compensatory education to gifted. These subskills were required of the eighth grade compensatory education student, even though the subskill, use of democratic principles to govern a discussion, was the only requirement for the seventh grade compensatory education student.

This problem affected the student because he was not properly prepared to engage in the activities in his class. The problem affected the average level teacher because she did not have the resources available to her to work with the student on an individual basis to improve the student's speaking technique or to encourage the student to participate. The student's grade was also affected. In many instances the teacher derived a final grade which included a "participation" grade. This participation grade might have been the result of presenting a formal book report, participation in class discussions about literature or current affairs, presenting a play, poetry reading, spelling contest, team learning game, or presenting a lesson to the class using visual displays.

The curriculum for the compensatory education class was one which emphasizes the skills of reading and writing in the seventh grade and one which emphasizes reading, writing, and some oral expression in the eighth grade. A discrepancy was noted with the kind

of oral expression activities required for the eighth grade compensatory education student and the activities required for the seventh grade compensatory education student. The seventh grade compensatory education curriculum did not include enough oral expression or public speaking goals to adequately prepare the student for success in any level of eighth grade English. Students in the compensatory education classes did not have adequate instruction, opportunity, or experience in public speaking.

Problem Documentation

This problem was documented by an examination of the Oral Expression sections of the seventh grade (see Appendix A) and eighth grade (see Appendix B) curriculum guides. These guides were prepared by a committee of junior high school teachers under the direction of the county language arts supervisor. The committee was given the task of determining what subskills should be taught.

The curriculum guide for the seventh grade contained one major skill, presenting an oral report, in the content area of Oral Expression. The eighth grade curriculum guide also contained one major skill, demonstrating the use of standard English form to

respond orally, in the content area of Oral Expression. The seventh grade compensatory education column listed four subskills. The eighth grade curriculum listed nine subskills common to all eighth grade levels, and six more subskills required of the average and advanced levels.

This problem was also documented by the results of a survey of the English teachers at the setting (see Appendix C). The survey asked teachers to agree or disagree with three statements. The first statement was, "The compensatory education curriculum gives enough instruction, opportunity and/or experience in oral expression, public speaking, speech and/or oral recitation." Four teachers disagreed with this statement. One teacher circled "don't know." The second statement was, "The seventh grade C.E. curriculum in oral expression adequately prepares students who have been successfully remediated and moved into seventh grade basic or regular." Four teachers disagreed with this statement. One teacher circled "don't know." The third statement was, "The seventh grade C.E. curriculum in oral expression adequately prepares students who are promoted to eighth grade basic or regular classes." Three teachers disagreed with this statement. Two teachers circled "don't know." It should be noted that

the same teacher indicated "don't know" three times, and that this teacher has never taught compensatory education students before. This survey showed that of the teachers who have had experience with this curriculum, four out of five felt that the oral expression section did not adequately prepare students for a more challenging level of study.

The most dramatic evidence to document this problem was found in the number of students who failed the oral expression objectives in the eighth grade. In every objective the number of students failing the objective is more than the number of students passing the objectives (see Appendix D).

In six of the objectives including "Describe in his/her words how two objects or pictures differ," "Respond to a teacher-directed question by using a complete sentence," "Select/give the correct response to an oral communique in a clear, concise manner," "Responding orally, give the details that summarize an oral communique," "Identify group discussion as a form of oral presentation," and "Use appropriate vocabulary in an oral response," the numbers of students passing ranged from 25 to 27. The total number of students examined for mastery in these areas was 63.

The three other objectives yielded much lower numbers. In objectives "Use of correction agreement

between subject/verb; pronoun/antecedent in an oral response," "Present an oral report that contains a visual model," "Present orally a project he/she has prepared," students passed in numbers from 10 to 15. In none of the objectives did even half of the students pass.

Causative Analysis

There were three probable causes of this problem. When the junior high language arts curriculum was written in 1976, there were no state requirements or framework from which a county curriculum could be developed. A state department of education committee of language arts curriculum experts have just begun in 1987 to write sequential and cohesive frameworks which should take the place of all county-generated curricula in the next 5 years.

While the teachers who served on the committee to write the curriculum used in this setting were probably well-meaning, certified, and experienced teachers of English, they probably were not certified or experienced speech teachers. The writer herself notes that she had to complete only two college courses in the area of speech, Fundamentals of Speech I and Fundamentals of Speech II, in partial fulfillment of

the requirements for a teaching certificate in secondary English education.

A third probable cause was that most educators and laymen as well feel that reading and writing are the most important areas of concentrated study, in the compensatory education levels and higher. It was noted that in this language arts curriculum speech requirements are heavier in the advanced levels. Only after certain reading and writing competencies have been developed, did the county's curriculum allow a real focus on speech activities. With the strong emphasis on reading and writing and the various subskills that refine these competencies came a detailed curriculum. It was felt by most teachers that the curriculum had too much in it and not enough time in which to teach it all.

Relationship of the Problem to the Literature

Speech communication in secondary schools has been the focus of study in recent years. Book and Pappas (1980) conducted a survey of schools in 15 states to reveal how the area of speech communication was faring in the secondary schools. Findings revealed that the majority of all teachers teaching speech courses had 5 or fewer years of experience in teaching speech communication. The study also revealed

that 70% of speech teachers questioned were primarily assigned to teaching English classes. Of the teachers surveyed, few showed any strong affiliations with professional speech education associations. This study gives some merit to the probable cause of the problem of this report, especially in the area of lack of training or experience in teaching speech communication.

The same findings in lack of teacher training are noted by Weaver and Pence (1972) in a survey of speech teachers. The survey concluded that the average speech teacher has fewer than 9 college hours in speech, does not belong to a formal organization of speech educators, and has fewer than 7 years of experience in teaching speech. Weaver and Pence concluded that this lack of training affects language arts and English course curriculums around the country. The authors believe that more training in speech education would raise the level of speech instruction in secondary schools.

The necessity of communication and public debate as has been examined by Katula (1987) reveals that a democratic society is distinctive because civic talk plays a prominent role. Katula believes that in spite of the importance of public communication, educators do not place enough emphasis on communication. While this report has examined the oral expression skills in

a seventh and eighth grade English curriculum, Katula has examined typical curricula that modern school-aged students follow, and has determined that even with 12 years of language training, very little emphasis is made on oral communication. Katula believes that arguing and discussing relevant issues should be a requirement of every subject in the student's broad school curriculum, not just the English curriculum.

Heiman (1974) writes that interpersonal communication, a complex study of speaking and listening, and of interacting verbally and nonverbally interacting with others in various group dimensions, must include three main goals for success. These goals include creating an awareness of communication barriers within oneself and between others, to create an understanding and appreciation of self and others, and to provide self-confidence so that individuals might be less self-conscious about speaking out in important situations. Heiman writes that his speech course is divided into seven main areas of concentration: knowing and trusting each other, the sharing of selves, trust, communication theory, verbal symbols, nonverbal communication, and listening.

Dugger (1981) writes that any public speaking program should provide for individual abilities and interests of its participants. A program should also

provide for the cultural values of its participants. Dugger believes that all students, including those mainstreamed due to handicaps, can effectively participate in a public speaking program.

Students can learn to write for an audience by giving speeches. Sawyer (1978) writes that students can learn other principles of writing including organization and points of view by writing speeches. Sawyer urges the student writer-speaker to keep the speech short, to organize so that points are easily understood and to ask for questions at the conclusion to clarify points. Sawyer also advises students to use visual aids and to speak loudly, slowly, and with enthusiasm.

Erikson (1950) writes that the child in puberty and adolescence faces a struggle for identity. Erikson finds this period to be dangerous because the child faces role confusion. The inability to settle on an occupational identity disturbs the adolescent. To counterbalance a dilemma that drives some adolescents into delinquent and even outright psychotic incidents, most adolescents lose their own identity and follow the actions of others in their peer group. The adolescent's cruelty to those who are different is also a defense against role confusion. Erikson writes that many times adolescents will help each other through this period

of crisis. The adolescent is eager to be accepted by his peers and to be confirmed by rituals, creeds, and programs which define good and evil.

In conclusion, a review of relevant literature showed the importance a public speaking program can have in any academic setting. The literature also revealed that many teachers are not trained in speech. Any speech program should take into account the ability and interests of its participants. The literature also points out that writing skills can be refined in a speech program, and that organizational skills are refined as well. The literature also revealed from classic learning theories two important aspects to consider when developing a program for the adolescent speaker. The first is that in at least one theorist's view, the learner does by doing. The second is that the adolescent is struggling to find out what his role in life will be.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

There were three goals for this practicum. This first goal was to give compensatory education students instruction in public speaking, so that they can function in situations that require them to speak to a group. The second goal of this practicum was to provide opportunities for the compensatory education students to engage in public speaking, so that they gain confidence through experience. The third goal of this practicum was to give students a foundation in oral expression so that they may experience greater success with the Oral Expression section of the eighth grade curriculum.

Behavioral Expectations

The behavioral expectations listed here were chosen to develop speaking competencies in the compensatory education student, to learn new skills, to practice those skills, and to use those skills and the refinement of other skills to advance himself.

1. Over a period of 12 weeks the compensatory education student will learn competencies in public speaking in his/her English class.

2. Over a period of 12 weeks the compensatory education student will participate in public speaking opportunities in his/her English class.

Standard of Performance

The following standards of performance was used to measure behavioral expectations:

1. Each compensatory education student will demonstrate written competencies gained from instruction in public speaking with 70% accuracy.

2. Each compensatory education student will demonstrate speaking competencies in 10 various speeches given before a group, with 70% participation.

Assessment Instruments

The following instruments were used to measure standards of performance:

1. Written weekly tests will assess competencies gained from classroom instruction.

2. Speeches given by students will be assessed using Teacher's Evaluation instruments for each speech with final grade recorded.

A log was kept to record unexpected events that occurred during the implementation of this practicum. These events included unexpected deviations from original plans as well as problems.

Plans for Analyzing Results

The results of this practicum were analyzed and presented as follows:

1. The results of competencies shown from written tests were illustrated in a table, showing percent of students demonstrating mastery of 70% and above of the material.

2. The results of competencies shown from speech participation were analyzed in a table demonstrating 70% and above participation.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Public speaking experience is beneficial to almost everyone. It is never fully appreciated for the skill it enhances in the speaker until an unplanned speaking opportunity presents itself. Then the speaker can look back to his public speaking instruction and be glad that he can adequately address the congregation of his church, his child's parent-teacher organization, a meeting of his labor union, his neighborhood stop-crime organization, or the members assembled at a family reunion. These are the types of activities that the compensatory education student can at least expect. There are, of course, more formal presentations that are possible.

A review of the literature found many aspects of public speaking addressed. Almost all of the literature addressed the high school or college level speaker. Only one reference touched on the compensatory education level student. Dugger (1981) wrote that all

students, even those mainstreamed due to handicaps, can effectively participate in a public speaking program. Dugger felt that a public speaking program should provide for the cultural values of its participants. Dugger has written a guide for use by the junior high school teacher, but not enough information or activities geared toward the low achiever were included.

Sawyer (1978) wrote that students can learn the principles of writing for an audience through giving speeches and lectures. Sawyer's work is geared toward the junior college student, however some of the speech tips he offered can be useful to the junior high low achiever. Sawyer urged that the speaker make his speech short, organize ideas in a simple but interesting order, and to ask for questions at the end of the presentation. Sawyer also urged the student to use note cards and visual aids. Sawyer suggested that the student speak loudly and slowly.

Heiman (1974) wrote that her speech course is divided into seven main areas of concentration and is geared toward the high school student. Heiman's topics include awareness of communication barriers, understanding oneself, building self-confidence, and communication theory. These are excellent topics for the more mature student, but do not lend themselves

easily to the 12-year-old low achiever. No activities were included that were easily adapted to the seventh grade low-achiever.

Weaver and Pence (1972) examined the role that the teacher takes in the speech program. They concluded that the average high school teacher does not have enough training in speech to adequately integrate speech training into the high school curriculum. Weaver and Pence provided an outline of topics such as persuasion theory and group process in the high school program. These topics are dynamic and should prove useful to the college-bound high school student. They were, however, too complicated for the low-achieving 12-year-old.

Katula (1987) wrote that public speaking is essential to the preservation and growth of a democratic way of life. This notion should be very important to the low-achieving student, particularly those in this targeted population, many of whom are minority students. Katula wrote that public speaking activities on relevant issues should be included in the classroom. While Katula wrote with the high school curriculum in mind, his orientation can be geared to the low-achieving seventh grade student.

Because the learner is not just a passive receiver of information, but an active participant in gaining

knowledge as theorized by Bruner and Anglin (1973), each student was encouraged to participate in at least 7 of the 10 possible speaking activities. Because the learner selects and transforms information, constructs hypotheses and changes these hypotheses as needs dictate, as theorized by Bruner and Anglin (1973), students were allowed to choose which types of speaking activities they wish to participate in, with the exception of the section on listening skills described later in Description of Solution Strategy and the four required speaking activities. Also theorized by Bruner and Anglin (1973), the teacher gave encouragement to the student by spending some individual preparation time with the speaker, or allowing the student to work with another favorite willing adult on campus. According to Bruner and Anglin (1973), this kind of encouragement is important to the learner's success.

As suggested by Erikson (1950), the adolescent is eager to be accepted by his peers and to be confirmed by rituals, creeds, and programs which define good and evil. To benefit students from Erikson's theory, speakers were allowed to help each other in the hope that they would accept each other's attempts at public speaking without disruptive behavior or insulting remarks. Erikson also believed that adolescents will help each other through a period of crisis. While a

public speaking experience is not a true crisis, the initial attempts at speech making and giving were certain to be stressful. The actions of speaker assisting speaker alleviated some stress.

Description and Justification for Solution Selected

While the majority of strategies, theories, and activities for public speaking instruction and practice were geared toward the high school and college curriculum and almost none written about the junior high low achiever, at least some of the thoughts of these authors could be applied to the design of a public speaking instruction unit for this level. Using three resources not found in the literature review and applying various elements of these resources in the classroom, the writer developed a program which met the requirements of the county-adopted language arts curriculum in the area of oral expression. This program encouraged all students to participate regardless of background or ability and provided for the cultural values of its participants as suggested by Dugger (1981). Simple speech techniques such as making the speech short, the organization of ideas in a simple but interesting order, and the request for questions from the audience were included as suggested by Sawyer (1978).

As suggested by Katula (1978) students had instruction and practice in using democratic principles to govern a discussion. This activity also met one of the requirements of the oral expression section of the county-adopted language arts curriculum. The remaining three requirements were also included. Students had speaking instruction and opportunities for practice with six other types of speeches as well.

The total of 10 speeches were made at the rate of 1 speech a week for 12 weeks. Speech instruction started on Mondays. Copies of materials were given to students so that they could create a speech handbook. The teacher and students discussed this material. At the end of the class period students took a short test on the material. Tuesdays, Wednesdays, and Thursdays were used to cover other areas of the curriculum. Students were allowed to seek help from the teacher, assistant teacher, or another favorite adult on the campus during any free time Tuesday through Thursday. Speeches were given on Fridays.

Using activities from three textbooks, Creative Communication Projects in Acting, Speaking, and Oral Reading (Tanner, 1985) used by permission (see Appendix E), 38 Basic Speech Experiences (Carlile, 1987) used by permission (see Appendix E), and Readers Theatre Fundamentals (Tanner, 1987) used by permission

(see Appendix E), a program was developed for the compensatory education seventh grade student that provided instruction, opportunity, and experience in public speaking.

The public speaking program was designed to meet goals of this practicum by giving instruction in public speaking for practical situations and by providing opportunities for the student to practice public speaking in mock practical situations.

The first goal of this practicum, giving compensatory education students instruction in public speaking so that they can function in situations that require them to speak before a group, was met by using the three resources mentioned earlier in this chapter. These resources gave students valuable instruction in listening skills, how to control the body, using nervousness to the speaker's best advantage, choosing a topic, and how to develop the topic. Other areas of important instruction were literary analysis, parliamentary procedure, and choral reading.

Each topic also gave the student an opportunity for practice with the accompanying speaking assignment. Through repeated speaking experiences, students gained confidence in their abilities to give articulate speeches. By listening to the speeches of classmates, students learned what worked in a good speech as well as how to

improve unproductive speeches. Giving opportunity for practice was the second goal of the practicum.

By completing activities which helped students meet the first two goals of the practicum, the third goal, giving students a foundation in oral expression so that they may experience greater success in Oral Expression section of the eighth grade curriculum, was met.

Activities such as using democratic principals to govern a discussion, recitation of a given presentation, giving descriptions of how two objects or pictures differ, and telling about the action in a given picture, were chosen as topics because they were already part of the required curriculum. Other speaking activities were selected because it was felt that they would enhance the student's ability to meet the challenges of the eighth grade curriculum in Oral Expression at the compensatory education level. Describing how two objects differ is found again in the eighth grade curriculum. Obviously the practice the student had in seventh grade should help him succeed in mastering this skill.

Responding to a teacher-directed question by using a complete sentence, using correct agreement between subject/verb and pronoun/antecedent in an oral response, and using appropriate vocabulary in an oral response, were treated in several of the speeches. Opportunity for practice of these skills could be had in the "how to,"

the sales pitch, and introduction/announcement/ presentation speeches. These speeches also gave opportunity for practice in giving the correct response to an oral communique and the summarization of an oral communique, also from the eighth grade curriculum guide.

Opportunity for practice in presenting an oral report which contains a model could be had in the sales pitch and the "how to" speech. The interview gave students practice for the topic of presenting orally a project the student has prepared. The parliamentary procedure was viewed to be a model for using democratic principals to govern a discussion from the seventh grade curriculum and an effect opportunity for practice in identifying group discussion as a form of oral presentation from the eighth grade curriculum.

Through direct instruction with opportunities for practice, students were able to build a foundation of effective speaking skills to successfully meet the challenges of both the seventh and eighth grade curriculum guides, as well as be prepared for more detailed or varied speaking opportunities later on in life.

Report of Action Taken

Over a period of 12 weeks, students learned competencies in public speaking by exposure to materials

designed to teach basic speaking competencies. Students demonstrated some competencies by achieving an average of 70% or above on weekly written tests. Students had opportunities to demonstrate speaking competencies and gained experience from speaking by participating in 7 or more of 10 possible speeches. Students received feedback by written assessment, and their grades were recorded.

The program began with classwork and discussion on the topic of listening. This section included the areas of paying attention, note taking, courteous listening, and critical listening. This section was presented first so that students could be somewhat assured of a courteous and appreciative audience. To accomplish these aspects, students were engaged in discussion of "Chapter 30, The World of Sound" (Tanner, 1985). A test on listening skills learned from this chapter was given. Part of the test included the practice of taking phone messages (see Appendix F).

To begin actual public speaking during Week 1, students used "Chapter I, Your First Speech" (Carlile, 1948/1987). In order to make this more interesting and to include everyone, this assignment was modified somewhat. Students were asked to interview another student in the class. The speech was a report of

answers to questions suggested in this chapter. Students were allowed to ask other questions as well and included the answers in their reports. A test was given (see Appendix G).

A generic evaluation instrument was used to give the student feedback on elements of performance, including appearance, delivery, and content (see Appendix H). This generic evaluation instrument was used with the teacher-generated assignments.

During Weeks 1 through 12, students received instruction and opportunity for practice with four mandatory speeches. Eight other speaking experiences were had by the student. These six experiences came from a list of possibilities provided by the teacher, or suggested by the student. They included other kinds of oral communication such as a recitation of poetry, choral readings, oral book reports, and topical speeches.

The speaking experience for Week 2 was an opportunity to describe in the students' own words how two objects or pictures differ. This speaking experience fulfilled one of the requirements in the county-adopted language arts curriculum. It also provided the student with an opportunity to use visual aids as encouraged by Sawyer (1978). Students borrowed

pictures or objects from the classroom or brought them from home. Evaluation was from the teacher using the generic instrument designed by teacher (see Appendix H). Students were given copies of "Chapter 28, Eye Spy" (Tanner 1973/1985). This section covered appearance of the speaker, how to approach the speaker's platform, managing the body on the platform, how to use the visual aid, and how to leave the platform. A short test followed the discussion (see Appendix I).

The speaking experience for Week 3 also fulfilled one of the required activities from the county-adopted language arts curriculum. Students told about any act in a given picture. To enhance this experience students were encouraged to tell what emotions might have been felt by those in the picture. To help the student identify possible emotions, students were given copies of "Chapter 34, Irresistible Forces" (Tanner, 1973/1985). This section helped the student focus on emotions such as self-preservation, pride, personal enjoyment, love and affection, acquisition and saving, adventure and curiosity, loyalty, imitation, reverence, and creating. Before their speeches were given, students completed the Activity Sheet, which gave students experience in identifying motive before trying to locate pictures with strong elements of emotions. A written test (see Appendix J) was given after students and teachers

reviewed the Activity Sheet. The evaluation instrument included in this chapter was used to evaluate speeches.

The speaking experiences for Week 4 was a "How to . . ." speech or a "This is What I Learned in_____ Class" speech. For this speech students were able to draw on experiences and information learned in the previous 2 weeks. These two study areas, using visual aids, entering and leaving the platform, and identifying motives were to help the student feel more confident. To further prepare, students were given copies of "Chapter 29, Scaredy-Cat" (Tanner, 1973/1985) to read and discuss with the classroom teacher. This chapter discussed stage fright, listed seven suggestions to help the student learn to use stage fright in a positive way. To ensure a full appreciation of the stage fright process students completed the Activity Sheet at the end of the chapter. This activity helped students identify how their bodies react when confronted with stage fright. Students then gave a one- to two-minute speech using one of the two specified topics. The generic evaluation instrument developed by the teacher was used. A test was given (see Appendix K).

The Week 5 speaking activity was one of the required activities from the county-adopted seventh grade language arts curriculum guide. For this activity, students recited a given presentation. To prepare

for this assignment, students were given copies of "Chapter 5, Analyzing the Material" (Tanner, 1987). Students learned to explain denotative and connotative word meanings, tell the basic theme of the chosen excerpt, explain any irony in the work, tell point of view, describe characters, setting and time, and tell the plot. Students were to identify images, sound devices, and/or rhythm. Students were to explain the purpose of the piece. Students were required to complete the Activity Sheet that followed the chapter. A short test was given (see Appendix L). Students were assisted in choosing appropriate selections to memorize. A minimum of 16 lines of poetry or 50 words were memorized. The recitation was given to the class. Afterward, a short explanation of anlaysis of the selection was given. The evaluation sheet at the end of this chapter was used. This speech was evaluated on a combination of the spoken presentation and the completion of the Activity Sheet. Two recommended selections were "The Lord's Prayer" from the Bible and "The Pledge of Allegiance."

Week 6 was an opportunity to make a sales pitch. Students were given copies of "Chapter 36, Ring Up a Sale" (Tanner, 1983/1985). Students reviewed the points for making a sale, including believing in one's

product, telling the audience why they need the product, knowing the product thoroughly, demonstrating the product, and making it easy to buy. For the speaking activity, students gave a "sales pitch" to the class about a real or imaginary product. The Activity Planning Sheet was completed by students and the evaluation instrument at the end of the chapter was used. A test was given (see Appendix M).

Week 7 introduced the impromptu speech. Students were given copies of "Chapter 39, Instant Speech" (Tanner, 1973/1985). Students learned how to handle impromptu speaking situations by analyzing situations, listening carefully to previous speakers, using the Capture-Motivate-Assert-Illustrate-Restate pattern, remaining calm, and not apologizing. Students drew from a container a subject for which they gave a one-minute impromptu speech. A short test was given (see Appendix N). The chapter's evaluation instrument was used.

Week 8 included four types of often heard speeches: the introduction, the announcement, the presentation of an award, and the acceptance of an award. Students were given copies of "Chapter 38, Mixed Bag" (Tanner, 1973/1985). Students learned the four steps to making an introduction, the four steps to making a presentation, and the three steps to accepting an award. Students were given the Activity Sheet at the end of the chapter

so that they could plan the steps they followed. Students were allowed to work alone or in groups of two to do this speaking activity. Students made presentations and had their partners receive the presentations. The partner then made the acceptance speech. Other students made announcements or introductions. The evaluation instrument that accompanies this chapter was used. A short test was given (see Appendix O).

Week 9 included two possible speech opportunities. Students gave an oral book report or participated in a choral reading. For the book report students were given copies of "Chapter 30, The Book Review" (Carlile, 1987). Students learned the purpose of the book report, explanation of an oral book report, suggested types of books for the oral book report, and how to choose a book for the book report. Students also learned how to prepare an oral book report and how to present an oral book report. Students were given the Activity Sheet at the end of the chapter. A short test was given (see Appendix P). Students were evaluated with the generic evaluation instrument.

The second option for Week 9 was the Choral Reading. Those students who were interested in this activity were given copies of "Chapter 47, Altogether in Parts" (Tanner, 1973/1985). Students learned to divide members

of their group according to voice, placement of members, how to choose appropriate materials, and rehearsal procedures. Students were encouraged to use the selections included in the chapter for performance. Students also learned the nine steps to preparing a choral reading and how to present it. The evaluation instrument at the end of the chapter was used. Students were not tested on this material as the test on the oral book report was given to all students (see Appendix P). Only the speaking activity was one of choice.

Week 10 covered the area of Using Democratic Principles to Organize a Discussion from the county-adopted curriculum for seventh grade compensatory education students. Students were given copies of "Chapter 32, Parliamentary Law and the Student Congress" (Carlile, 1978). This is a complicated chapter on parliamentary procedure. The writer realized that to grasp it all would be difficult for the average or advanced student. The writer gave the student an experience with using democratic principles to govern a discussion. To accomplish this task, the writer asked each class member to assume the persona of a member of the United States Senate. Each student made placards stating the senator's name and state. Students spent

a few minutes addressing each other with their senate names. The teacher led the class step-by-step through the adoption of a resolution. An open book test was given (see Appendix Q). Speakers were not evaluated, therefore no evaluation instrument was used.

Weeks 11 and 12 were used for "make up" sessions. Students were allowed to use this time if they had excused absences in accordance with county policy. This time was also used by the teacher to cover any materials not covered in the course of the 10 week period due to special assembly schedules or some other unexpected change in the daily routine.

Permission to use the various activities in the three textbooks was granted from the publisher during a telephone call. The writer followed the phone call with a formal letter of request as directed by the publisher. Supplies for copying came from the English department's supply budget. The classroom was used for all speeches.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Each week students were given instruction in an aspect of public speaking. Along with instruction students were tested on the material and then given the opportunity to participate in a public speaking activity. The activity was designed to enhance the topic of the test.

Week 1 began with a study of listening skills, using "The World of Sound" (Tanner, 1985), and a study of how to give a first speech using "Your First Speech" (Carlile, 1948/1987). Students were tested on this material and then given the assignment of picking a partner to interview. The reports of the interviews were the basis of the first speech. The results of Week 1's activities (see Table 1) were varied.

Students reached the goal of 70% mastery of the listening skills segment. This got them off to a good start. Students did not do as well on the test of skills in giving the first speech; however, all students did participate in the speaking assignment. Most of these students gave insightful information in their interviews.

Table 1. Week 1 Results

Chapter 30 - "World of Sound" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	6	5	76.6	60-80
2	9	9	81	70-90
3	8	7	83	70-90
Totals	23	21	80.2	60-90

Chapter 1 - "Your First Speech" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	6	3	55	10-80
2	9	5	59	10-100
3	8	4	59	30-90
Totals	23	12	57.6	10-100

Speaking Activity - The Interview

Class	# of Students	# of Students Participated	% of Students Participation
1	6	6	100
2	9	9	100
3	8	8	100
Totals	23	23	100%

One problem occurred with some students complaining about whom they had to interview. The writer explained to the students that every person has an interesting aspect and finding that interesting aspect was part of the assignment.

The writer felt that the results of Week 1 were positive because two of the three activities planned for the week yielded results that either reached or exceeded the goals for the week.

Week 2 was an opportunity for students to express in their own words how two objects differ. Students were encouraged to use visual aids and to use techniques learned from instruction of material in "Chapter 28 - Eye Spy" (Tanner, 1973/1985) on body language, approaching the podium, and the use of visual aids. Results from this week's work were also varied but positive.

Results from the "Eye Spy" test (see Table 2) were not as positive as the writer had hoped; however, they were 5.5 points from the goal of 70. The writer felt that the length of material to be covered in one week, along with the length of the test (25 questions) may have added an element of being overwhelmed in the student.

Table 2. Week 2 - "Eye Spy" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	8	3	52.9	4-84
2	9	6	75.5	52-96
3	11	6	65.2	42-84
Totals	28	15	64.5	4-96

Speaking Activity - Describing How Two Objects Differ

Class	# of Students	# of Students Participated	% of Students Participation
1	8	5	62.5
2	9	8	88.8
3	11	7	63.6
Totals	28	20	71.6

The results of the speaking activity were better. In all classes about two-thirds of the class participated. Those students not participating did not bring objects or pictures from home to use in their speeches, or were not motivated to find two articles or pictures in the classroom to use. It was noted by the writer that compensatory education students sometimes do not complete assignments when the assignment includes an aspect of individual planning.

The writer felt that the results from Week 2 were positive. Students did not reach the goal of 70% mastery on the test, but they scored close enough that the writer felt that this was a positive experience for the students. The speaking activity did yield a result of 70% of students participating. This result did reach the stated goal.

The results from Week 3 were not as good as those of Week 2. This week's study was about identifying emotions, using "Irresistible Forces" (Tanner, 1973/1985). Students studied emotions and motives including personal enjoyment, loyalty, imitation, self-preservation, acquisition and savings, and adventure. The accompanying speaking activity was to describe an action in a given picture. They were to also tell the emotion that was best related to the action.

The results of the written test were disappointing to the writer (see Table 3). In none of the three classes was the goal of 70% mastery achieved. None of the three came close to the stated goal. The writer felt that the material for this chapter was highly desirable yet confusing to some students. Students often confused emotions such as loyalty and imitation, and personal enjoyment and adventure. Perhaps the students would have done better with the material if they had been exposed to it over a longer

period of time, or perhaps the writer should have used some other method to teach the material.

Table 3. Week 3 - "Irresistible Forces" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	7	2	50	10-80
2	12	3	55	40-70
3	7	1	44	10-70
Totals	26	6	49.6	10-80

Speaking Activity - Describing Action in a Picture

Class	# of Students	# of Students Participated	% of Students Participation
1	8	5	62.5
2	12	9	75
3	9	7	77
Totals	29	21	71.5

While the results of the written part were disappointing, the writer was pleased with the participation in the speech assignment. In two of the classes the goal of 70% participation was exceeded. In one class the goal was not met. The writer noted that both she and the assistant teacher made a strong

effort to remind students of the speaking assignment and to provide students with posters, magazine and newspaper photographs, and other appropriate materials. Students did not have to do as much home preparation this time. The writer felt that this tactic improved participation.

The results for Week 4 were higher in both the written test and the speech participation. Students were instructed on dealing with stage fright effectively, use of visual aids, and positions at the podium, using "Scaredy Cat" (Tanner, 1973/1985). The accompanying speech activity allowed a choice of two. Students could give a "How to. . ." speech or tell about something they had learned in a class. Almost every student chose to participate (see Table 4).

In two classes the goal of 70% mastery was exceeded by a high number in the written test. In one class the goal was exceeded by only a few points. Both students and the writer were very pleased with this outcome. The test was a true-false type and was shorter than some of the previous tests. Students remarked that this test was easier and that the material was easier to learn.

The speaking activity was even more successfully completed by the students. In each class the goal of 70% participation was exceeded by at least 10 points. Students gave an interesting variety of speeches. One

talked about how to change a tire of a bicycle. Another student told about learning to make jewelry from clay in elementary school. This assignment was one of the best received of all the activities in this practicum.

Table 4. Week 4 - "Scaredy Cat" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	10	7	74	50-90
2	10	9	90	60-100
3	10	9	83	60-100
Totals	30	25	82.3	50-100

Speaking Activity - "How to. . ." or "What I Learned. . ."

Class	# of Students	# of Students Participated	% of Students Participation
1	10	9	90
2	10	8	80
3	10	9	90
Totals	30	26	86.6

Students did not do as well with Week 5 activities. The topic of study was literary analysis. Students were given instruction in denotative and connotative word meanings, theme, irony, point of view, characterization,

setting, and plot. Students were also given instruction in locating images, sound devices, and rhythm, using "Analyzing the Material" (Tanner, 1987). In no class were the results positive (see Table 5). The speaking activity was attempted by some students, but not completed by any students. Students seemed excited about doing a recitation, but provided little or no analysis of their selections.

Table 5. Week 5 - "Analyzing the Results" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	10	1	45.9	16-72
2	10	2	55.9	16-93
3	11	3	49.6	16-93
Totals	31	6	50.4	16-93

Speaking Activity - Recitation

Class	# of Students	# of Students Participated	% of Students Participation
1	10	5	50
2	10	6	60
3	11	6	60
Totals	31	17	56.6

All three classes missed the 70% mastery goal as much as 14.1 to 24.1 points. These results are especially disappointing because some of the material was covered in the first semester of school in a literature unit. The results of that unit of study were not very high either. The writer felt that this material should be taught in a longer time span.

Students were interested, some even excited, about giving a recitation in class. Most recited poems, lyrics to songs, "The Pledge of Allegiance," or a selection from the Bible. Only a few actually attempted an analysis of their selections. Some could go as far as explaining the setting or the theme. While an analysis of this week's work was disappointing in some ways, it was not a total failure. One of the most poignant moments of the writer's teaching career occurred during this part of the implementation period, when one very underprivileged and emotionally handicapped student recited "The 23rd Psalm" from the Bible. The student gave a thoughtful and tender recitation. When the writer asked the student who taught him this selection, he replied that his mother had when he was very young. It is known to school authorities that this student's mother is a prostitute who abandoned this student to the elderly grandfather several years

before. The recitation of this selection gave this student a real feeling of special accomplishment. This was a positive aspect of this practicum which cannot be measured, but merely recorded.

In the work for Week 6 students studied the sales pitch. Using "Ring Up a Sale" (Tanner, 1983/1985) students reviewed several aspects of making a successful sale. These included believing in the product, relating to the audience, knowing the product, demonstrating the product, and making the product easy to buy. The speaking activity was a sales pitch of a product to the class. The product could be real or imaginary.

The results for Week 6 were positive (see Table 6). All three classes exceeded the goal of 70% or above on the written test. In two of the three classes the goal of 70% participation was met in the speaking activity. Some students were very creative in their sales pitch. One student tried to sell a pill that would make students smarter. Another student tried to sell his little sister, ". . .for cheap." An assortment of motorcycles, jewelry, clothes, and services were also offered. All students agreed in one class that the best sales pitch came from one young man who offered his services as a bodyguard. His sales pitch was modeled after the personae of television's "Mr. T."

Table 6. Week 6 -"Ring Up a Sale" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	11	8	73.6	50-100
2	12	11	87.5	60-100
3	8	7	87.5	60-100
Totals	31	26	82.86	60-100

Speaking Activity: Sales Pitch

Class	# of Students	# of Students Participated	% of Students Participation
1	11	6	55
2	12	11	92
3	8	7	88
Totals	31	24	78.33

Week 7 was a positive experience for students in the written work and the speaking activity. For this week, students studied the impromptu speech, using "Instant Speech" (Tanner, 1973/1985). Students learned how to analyze an impromptu situation, to use a capturing step, how to remain calm, and how to conclude with a restatement. For the speaking activity students drew prompts from a fishbowl.

All three classes exceeded the goal of 70% mastery on the written test (see Table 7). Students seemed to

be familiar with the material and more at ease with the testing situation.

Table 7. Week 7 - "The Impromptu Speech" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	11	11	90	80-100
2	13	11	82.3	50-100
3	8	7	80	60-100
Totals	32	29	84.1	50-100

Speaking Activity - Impromptu Speech

Class	# of Students	# of Students Participated	% of Students Participation
1	11	8	72
2	13	11	84
3	8	8	100
Totals	32	27	85.3

The goal of 70% participation was exceeded in all three classes with one class showing 100% participation. The writer felt the reason there was such active participation was that the fishbowl prompts were topics that students could easily relate to. Some prompts had to do with the refurbishing of the playground next to the

school. Another prompt had to do with recent drug-related arrests in the area. Students could also speak to issues regarding school policy. The writer felt that another reason for such active participation was that the student did not have much to prepare ahead of time. If he could recall the step of the impromptu speech, then he could successfully participate.

Week 8 showed very positive results in both the written test and the speaking activity (see Table 8). For this week's study students learned the purpose and requirements of special occasion speeches, how to make an announcement and an introduction, and how to present and accept a gift, using "Mixed Bag" (Tanner, 1973/1985). Students seemed to enjoy this week's study as well as learn from it.

The results from all three classes well exceeded the goal of 70% mastery on the written test. Once again students seemed to be comfortable with the material and with the test-taking situation. The writer felt that the comfort aspect contributed to the success of the students.

Students also had a high participation rate in this speaking activity. Only one student did not participate. Students seemed to especially enjoy making and accepting mock awards. Making announcements was also popular.

Table 8. Week 8 - "Mixed Bag" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	7	6	78.5	50-90
2	11	11	85.4	70-100
3	10	10	88	70-100
Totals	28	26	84	50-100

Speaking Activity: Introductions, Presentations, Announcements, Acceptances

Class	# of Students	# of Students Participated	% of Students Participation
1	7	7	100
2	11	11	100
3	10	9	90
Totals	28	27	96

The results from Week 9 were mixed. Students met the goal of 70% mastery on the test, with the exception of one class with a mastery of 69%, one point from goal. The writer felt that these were positive results.

The speaking activity did not produce high results. In no class was the goal of 70% participation met. The students who did participate in this activity chose to do "raps." Some used raps written by others. Two groups wrote their own for the assignment. No oral book reports were given.

Table 9. Week 9 - Chapter 30 "The Book Review" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	7	4	69	50-80
2	11	9	74.5	50-100
3	10	9	76	50-100
Totals	28	22	73.1	50-100

Speaking Activities: Book Report or Choral Reading

Class	# of Students	# of Students Participated	% of Students Participation
1	7	3	43
2	11	4	36
3	10	4	40
Totals	28	11	39.6 Avg.

Week 10 results were not positive. The material was long and complicated, but students did seem to develop an appreciation for the steps a democratic organization must follow in holding a meeting or passing legislation. Students seemed overcome with all the technical aspects of parliamentary procedure. While the written test results were not positive the writer feels that this activity was a positive experience for her students.

Table 10. Week 10 - Chapter 32 - "Parlimentary Law and Student Congress" Test

Class	# of Students	# of Students 70% +	Class Average	Range
1	7	0	45.7	30-60
2	10	0	40	0-60
3	10	0	42	0-60
Totals	27	0	43 Avg.	0-65

No measurable speaking activity was included in this week's work. However, the writer observed that students seemed to enjoy taking on the persona of U.S. Senators. The step-by-step plan of taking the class through the adoption of a resolution became most comical at times. The students did seem to develop an appreciation for the democratic organization of a discussion.

Weeks 11 and 12 were used for make-up sessions for students who were absent and excused according to county policy. These 2 weeks were also used for making up time lost when the implementation of this practicum was hampered by construction activity going on at the school. The log sheets note some delays occurred because of electrical problems, noise, interruptions in the daily bell schedule due to the transportation of heavy equipment, and once due to a fire alarm. Other than these delays, no major problems were recorded.

A fluctuation in the number of target students can be noted on the various tables presented here. This occurred because all three of the compensatory education classes had entries and withdrawals during the implementation period. Another cause for the fluctuation in the number of target students was the incidence of out-of-school suspensions in the compensatory education classes. The area on the tables identified as "# of Students" represents those students on the roll who were eligible to participate in class activities or were eligible to make-up participation in class activities according to county policy. The area of the tables identified as "# of Students Participated" refers to the number of students from the eligible group who participated.

Conclusions

The first goal of giving compensatory education students instruction in public speaking was met with 10 weeks of instruction in various aspects of public speaking. Mastery of this material was measured using written tests. A total of 11 written tests were administered. The goal of 70% mastery was reached by the majority of students in 6 of the written tests. Overall mastery of the written material was 55%. With

the goal for mastery at 70%, a discrepancy of 15% was noted.

The writer believed that while overall mastery did not reach the 70% goal, these public speaking units of instruction were helpful to the compensatory education students. It is also noted that test results improved as the practicum implementation period developed with the most positive results occurring in Weeks 6-9. The writer felt that as students became more comfortable with the subject matter and test style students' grades improved.

The second goal of this practicum was met with nine opportunities for students to engage in public speaking. This goal was most successfully met. In seven of the speaking opportunities overall participation was 78%, or 8% over the goal. As had been suggested by Bruner and Anglin (1973) students wanted to be active in their learning. The public speaking opportunities gave students real learning by doing experience.

As Erikson (1950) had suggested, student participation was higher when students could work together. This was particularly evident in the speeches given in Weeks 1 and 8 when students really needed a partner in order to complete the assignment. These two activities were interviews with one another and introductions, presentations, acceptances, and

announcements. In these two speaking opportunities student participation was 100% and 95% respectively.

Another reference in the literature proved helpful in attaining high participation in speech opportunities. Sawyer (1978) suggested that speeches be short, speakers use note cards, and that speakers use visual aids whenever possible. In speeches where these suggestions were included, results were also positive. Those speaking activities occurred in Weeks 1, 2, 3, 4, and 6. In these weeks at least one of Sawyer's suggestions were implemented. Speaking participation during these weeks was at least 70%.

The third goal of this practicum is not measurable. The high rate of participation led the writer to believe that this practicum did give students a foundation in oral expression, which was the third goal. The writer felt that this foundation could enhance students' performances in public speaking areas of the eighth grade curriculum.

Recommendations

The writer has three recommendations based on the results of this practicum. First, the teacher should expand the timeline of implementation according to the time needed by the students to absorb the material.

Some areas, such as the choral reading assignment and the use of democractic principals to govern a meeting, take more than 1 week to teach effectively.

The writer also felt that the choral reading assignment could have been more effective if the class had been engaged in one reading. This might have been achieved by the use of longer poems in which each student was assigned to a part.

The writer felt that the book report assignment would have been more popular if it were changed to a current event presentation or a magazine article presentation. The book report assignment might also have been more popular if students had more assistance and guidance with selecting an appropriate book. It was noted that some students did indeed check out books from the library in order to complete the assignment. However, no one finished reading the book.

Dissemination

The results of this practicum were shared in two ways. The writer of this practicum shared the results with the school principal and with other members of the department. The writer made the implemenation plan available to others in the department who were interested.

The writer also shared the results with the board members of the county council of English teachers and

volunteered to assist any teacher interested in the implementation plan of this practicum. It was suggested by board members that the writer share this information with the soon-to-be-hired language arts supervisor.

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APPENDIX A

SEVENTH GRADE CURRICULUM GUIDE

ORAL EXPRESSION

Content Area ORAL EXPRESSION (7th)

(#) A SKILL PRESENT AN ORAL REPORT

SUBSKILL	A	R	B	CE	CONTENT VOCABULARY	TEXTBOOK REFERENCES	MR	
1. Tell about a personal experience.	1	1			personal experience			
2. Present a fictional or non-fictional story.	2	2			coherent distinct			
3. Orally express ideas on a given subject, using complete sentences and distinct, coherent and precise speech.	3				precise interview outline prose			
4. Orally present a selection of prose on poetry.	4	4			poetry introduction			
5. Orally present a book review.	5	5			persuasion		5	
6. Orally present a prepared project.	6	6			statistics anecdotes		6	
7. Write an outline of a speech using one of the following: a. topical order b. sequential order c. logical order	7				point of view quotation topical order sequential order logical order			
8. Identify group discussion as a form of oral expression.	8	8	8		impromptu speech extemporaneous speech			
9. Use democratic principals to govern a discussion.	9	9	9	9	group discussion democratic principles		9	
10. Identify debate as a form of oral presentation.	10				purpose controversial issue			
11. Identify the purpose of a debate as stating opposing viewpoints of a controversial issue.	11	11			affirmative negative moderator rebuttal debate refute generalization			

A-Advanced classes
B-Basic classes
R-Regular classes
CE-Compensatory education classes

The number of the subskill is printed in the column of the level in which the subskill is a required part of the curriculum.

Content Area ORAL EXPRESSION (7th)

SUBSKILL	A	R	B	CE	CONTENT VOCABULARY	TEXTBOOK REFERENCES	HR	
1. Recite a given presentation.	1	1	1	1			1	
2. Describe, in his own words, how two objects or pictures differ.	2	2	2	2				
3. Describe, in his own words, the probable reactions of persons in pictures or stories.	3	3						
4. Prepare and present a short oral report based on the main idea, the characterization, and/or events in a story.	4						4	
5. Tell about any action in a given picture.	5	5	5	5				
6. Demonstrate ability to role-play.	6	6						

A-Advanced Classes
R-Regular Classes
B-Basic Classes
CE-Compensatory education classes

The number of the subskill is printed in the column of the level in which the subskill is a required part of the curriculum.

APPENDIX B

EIGHTH GRADE CURRICULUM GUIDE

ORAL EXPRESSION

Content Area ORAL EXPRESSION

(#) A SKILL: DEMONSTRATE THE USE OF STANDARD ENGLISH FORM TO RESPOND ORALLY

SUBSKILL	A	R	B	CE
1. Describe in his/her words how two objects or pictures differ.	1	1	1	1
2. Respond to a teacher-directed question by using a complete sentence.	2	2	2	2
3. Use correct agreement between subject/verb; pronoun/antecedent in an oral response.	3	3	3	3
4. Use appropriate vocabulary in an oral response.	4	4	4	4
5. Select/give the correct response to an oral communique in a clear, concise manner.	5	5	5	5
6. Responding orally, give the details that summarize an oral communique.	6	6	6	6

A Advanced classes
R Regular classes
B Basic classes
CE-Compensatory education classes

The number of the subskill is printed in the column of the level in which the subskill is a required part of the curriculum.

CONTENT VOCABULARY	TEXTBOOK REFERENCES	MR
personal experience		
coherent		
distinct		
precise		
interview		
outline		
prose		3
poetry		
introduction		
announcement		
visual model		
limitation		
book review		
persuasion		
statistics		
anecdotes		
point of view		
quotation		
topical order		
sequential order		
logical order		
impromptu speech		
extemporaneous speech		
group discussion		
democratic principles		
purpose		
controversial issue		
affirmative		
negative		
moderator		
rebuttal		
unbiased		
debate		
refute		
generalization		

Content Area ORAL EXPRESSION

(#) B SKILL: DEMONSTRATE THE USE OF STANDARD ENGLISH FORM TO MAKE AN ORAL REPORT

SUBSKILL	A	R	B	CE
1. Conduct an interview making notes of the answers.	1	1		
2. Prepare questions for an interview.	2	2		
3. Present a selection of prose or poetry he/she has written.	3	3		
4. Present an oral report that contains a visual model.	4	4	4	4
5. Present an oral book report.	5	5	5	
6. Present orally a project he/she has prepared.	6	6	6	6
7. Write an outline of a speech using one of the following: a) topical order b) sequential order c) logical order	7	7		
8. Identify group discussion as a form of oral presentation.	8	8	8	8
9. Use democratic principles to govern a discussion in order for all parties to be heard.	9	9		
10. Recognize that the purpose of a debate is to state opposing viewpoints of a controversial issue.	10	10		

A-Advanced classes
B-Basic classes
R-Regular classes
CE-Compensatory education classes

The number of the subskill is printed in the column of the level in which the subskill is a required part of the curriculum.

CONTENT VOCABULARY
personal experience
coherent
distinct
precise
interview
outline
prose
poetry
introduction
announcement
visual model
limitation
book review
persuasion
statistics
anecdotes
point of view
quotation
topical order
sequential order
logical order
impromptu speech
extemporaneous speech
group discussion
democratic principles
purpose
controversial issue
affirmative
negative
moderator
rebuttal
unbiased
debate
refute
generalization

TEXTBOOK REFERENCES	HR
	1
	5
	6
	9

APPENDIX C

SURVEY OF ENGLISH TEACHERS AT THIS SETTING

SURVEY OF FEELINGS OF ENGLISH TEACHERS

ORAL EXPRESSION-COMP. ED.

Please circle the answer that best reflects your feelings regarding the three statements below.

1. The compensatory English curriculum gives enough instruction, opportunity, and/or experience in oral expression, public speaking, and/or oral expression.

   Agree Don't Know Disagree

2. The compensatory education curriculum in oral expression adequately prepares students who have been successfully remediated and moved into seventh grade basic or regular.

   Agree Don't Know Disagree

3. The seventh grade compensatory education curriculum in oral expression adequately prepares students who are promoted to eighth grade regular classes.

   Agree Don't Know Disagree

APPENDIX D

NUMBERS OF STUDENTS PASSING AND FAILING ORAL EXPRESSION OBJECTIVES

NUMBERS OF EIGHTH GRADE STUDENTS PASSING AND FAILING

EIGHTH GRADE ORAL EXPRESSION OBJECTIVES

1. Describe in his/her own words how two objectives or pictures differ.

   # of students passed 25 # of students failed 30

2. Respond to a teacher-directed question by using a complete sentence.

   # of students passed 24 # of students failed 31

3. Use of correct agreement between subject/verb; pronoun/antecedent in an oral response.

   # of students passed 15 # of students failed 40

4. Use appropriate vocabulary in an oral response.

   # of students passed 19 # of students failed 36

5. Select/give the correct response to an oral communique in a clear, concise manner.

   # of students passed 20 # of students failed 35

6. Responding orally, give the details that summarize an oral communique.

   # of students passed 27 # of students failed 28

7. Present an oral report that contains a visual model.

   # of students passed 10 # of students failed 45

8. Present orally a project he/she has prepared.

   # of students passed 15 # of students failed 40

9. Identify group discussion as a form of oral presentation.

   # of students passed 25 # of students failed 30

APPENDIX E

PERMISSION TO COPY

2207 S. Carolina, #12
Tampa, Florida 33629
October 29, 1988

Mr. Clark S. Carlile
1430 Sun Set Road
Pocatello, Idaho 83201

Dear Mr. Carlile,

As per our conversation of 10/27/88, I am writing to confirm your permission to use various parts of your text, Basic Speech Experiences, published by Clark Publishing Company, Caldwell, Idaho. I am also seeking permission to use various parts of Creative Communication, Projects in Acting, Speaking, and Oral Reading, and Readers Theatre Fundamentals, both by Fran Averett Tanner, published by Clark Publishing Company, Caldwell, Idaho. I understand that if you, as publisher of all three of these texts, give permission for me to use various parts of these texts that my use is restricted to the parts of these texts for which you as publisher hold the copyright. I also understand that if you give permission for me to use various parts of these texts, that they may be used only in conjunction with my effort to fulfill partial requirements for a Doctorate in Early and Middle Childhood at Nova University at Fort Lauderdale, Florida. I also understand that no part of these three texts may be used for profit.

As per your request that I include a section in this letter that you may sign to indicate permission, I am including such a section at the bottom of this letter. I am also including a self-addressed stamped envelope for your convenience in returning this letter to me. I am also including a copy of this letter for your records.

Please know how very much I enjoyed talking to you and how much I appreciate your permission to use your texts. I am sure that they will offer my students useful information and memorable speaking experiences, which is what my Practicum is all about.

Very truly yours,

Nan Kelly Wilson

BEST COPY AVAILABLE

Permission to Copy

I, Clark S. Carlile, owner of Clark Publishing Company, Caldwell, Idaho, and owner of the copyrights to Basic Speech Experiences by Clark S. Carlile, Creative Communication, Projects in Acting, Speaking, and Oral Reading by Fran Averett Tanner and Readers Theatre Fundamentals by Fran Averett Tanner, do give my permission to Nan Kelly Wilson, Tampa, Florida, student at Nova University, to use various parts of these texts in her course work known as Practicum I in the Early and Middle Childhood Program of Nova University. I understand that only parts of these texts for which I am the owner will be used, and that no part of these texts will be used for profit. I understand that all work will be referenced.

Clark S. Carlile

October 20 1988

Date

APPENDIX F

TEST

CHAPTER 30 - WORLD OF SOUND

NAME_____

PERIOD_____

CHAPTER 30 - WORLD OF SOUND TEST

Write out true or false.

_____1. We are influenced more by what we hear than what we read.

_____2. The printing press was the major form of mass communication four hundred years ago.

_____3. Speaking and listening are partners.

_____4. It is not important to be physically prepared to listen.

_____5. The best listeners do not listen with an open mind.

_____6. It is a good idea to write down the main ideas from a speech on paper.

_____7. "Card-stacking" gives only one-sided proof.

_____8. Some speakers deceive listeners by telling only half-truths.

_____9. The best listening policy is "STOP-LOOK-LISTEN."

_____10. The good listener is like a baseball catcher. The good speaker is like a baseball pitcher.

_____11. A good listener does not have to be attentive.

_____12. The "rate gap" gives us extra time to understand what we just heard.

_____13. The "rate gap" means that we really can listen to words faster than a speaker can speak the words.

_____14. The listener should listen to evaluate.

_____15. Good listeners may not give facial responses to the speaker (smiles, nods of head).

Use these spaces to take information from the telephone messages your teacher will read to you.

16. Name_____

Phone Number_____

Message for_____

17. Name_____

Phone Number_____

Message for_____

18. Name_____

Phone Number_____

Message for_____

19. Name_____

Phone Number_____

Message for_____

20. Name_____

Phone Number_____

Message for_____

APPENDIX G

TEST

CHAPTER 1 - YOUR FIRST SPEECH

NAME_____

PERIOD_____

CHAPTER 1 - YOUR FIRST SPEECH

Write out true of false.

_____1. The first law of good speaking is adequate preparation.

_____2. It does not matter if the speaker does not have enough information.

_____3. It is important to think of the audience and the subject for any speech.

_____4. It is important to decide on the purpose of the speech because the speaker must know what he wants the audience to get.

_____5. It is not important to have the names of people and sources when the speaker gives the speech.

_____6. Making an outline is good only for writing essays. It has no value when writing a speech.

_____7. Speeches should never be practiced by saying it aloud several times.

_____8. It is usually suggested to memorize the introduction and conclusion, but not the body.

_____9. Saying your speech aloud several times (say 4 or 5 times) in practice is far too many.

_____10. One of the best methods of speech practice is to say the speech before a mirror.

APPENDIX H

GENERIC EVALUATION FORM

NAME_____ DATE_____

PERIOD_____

GENERIC EVALUATION INSTRUMENT

Appearance and Delivery:

1. Neatly dress _____
2. Stands with both feet on floor _____
3. Stands with shoulders back _____
4. Speaks slowly and clearly _____
5. Pleasant look on face _____

Content:

1. Interesting introduction _____
2. Information is accurate _____
3. Appropriate conclusion _____
4. All information is appropriate _____

Overall Grade _____

g = good

s = satisfactory

n = needs improvement

u = unsatisfactory

o = did not attempt

APPENDIX I

TEST

CHAPTER 28 - EYE SPY

NAME_____

PERIOD_____

CHAPTER 28 - EYE SPY

Write out true or false.

_____1. "First impression" means the opinion the audience has of you before the speaker even begins to speak.

_____2. First impressions are made only from the way the speaker approaches the microphone and/or the platform.

_____3. If listeners like what they see, they will be a better listening audience.

_____4. To "tune out" a speaker means not to listen.

_____5. It is fine to wear dangling jewelry or to keep your pencil behind your ear when giving a speech.

_____6. Appropriate clothes for a school speech means your nicest school clothes.

_____7. It does not matter if the speaker's face and/or eyes are partially covered by hair.

_____8. When approaching the platform be poised, confident and friendly.

_____9. When the chairman or master of ceremony introduces the speaker, he should walk to the platform and state his name and title.

_____10. One foot slightly in front of the other is NOT very comfortable for giving a speech.

_____11. The speaker should put his/her shoulders back and drop to relax them. The arms and hands should hang relaxed.

_____12. Walking across the platform is a good way to provide a transition from point to point.

_____13. A gesture is a movement of any part of your body to convey thought and emotion.

_____14. Unconciously making gestures is good to do when giving a speech.

_____15. The speaker may look out the window, up at the ceiling, or down at the floor during the speech.

_____16. The speaker should always try to keep a "dead-pan" face when speaking.

_____17. If the speaker makes a mistake he should make a look of disgust to the audience.

_____18. When using a visual aid, the speaker should use one that relates directly to the speech.

_____19. It is not necessary to practice using the visual aids.

_____20. The more details the speaker includes in the visual aid the better the speech will be.

_____21. It is better to stand directly in front of the visual aid as you talk about it.

_____22. If the speaker prefers, he/she may hold the visual aid during the entire speech.

_____23. A good way to open a speech for this class is to say, "Thank you, _____ (Master of Ceremony). Miss Wilson, class members."

_____24. When giving your speech, it may help to think of yourself as teaching the audience a skill.

_____25. The last rehearsal of your speech should be in front of one or two people who can offer constructive criticism of your speech and your use of the visual aids.

APPENDIX J

TEST

CHAPTER 34 - IRRESISTIBLE FORCES

NAME_____

PERIOD_____

CHAPTER 34 - IRRESISTIBLE FORCES TEST

On the blank, list the major motive appeal used in the sentences on the right. Use the appeals listed in your notes.

1._____ Our ice cream, Dream Cream, offers you the smooth and creamy taste of real cream ice cream.

2._____ Regardless of your political leanings, you should register to vote, and on Election Day you should make your vote count.

3._____ Six out of seven American women use Smell Pretty shampoo.

4._____ Don't risk lung cancer. Stop smoking.

5._____ If you want a friend, be one.

List the motive appeals best suited for each of the following specific purposes of a speech.

6._____ To get my audience to buy candy from our student council fund raiser.

7._____ To convince my audience that they should become vegetarians.

8._____ To convince my audience that they should help free America of illegal drugs.

9._____ To get my audience to buy a U.S. Savings Bond.

10._____ To get my audience to go see Raiders of the Lost Ark.

APPENDIX K

TEST

CHAPTER 29 - SCAREDY CAT

NAME_____

PERIOD_____

CHAPTER 29 - SCAREDY CAT TEST

Write out true or false.

_____1. Stage fright is nervous energy.

_____2. When we experience fear or anxiety extra protein and insulin shoot through our bodies.

_____3. Stage fright can help you become a good speaker.

_____4. Stage fright can be conquered if you are determined.

_____5. Speaking in public often will not help someone with stage fright.

_____6. Putting attention on the subject matter and not on oneself helps the speaker to overcome stage fright.

_____7. One way to help oneself with stage fright is to prepare thoroughly and practice until the speaker is comfortable with his material.

_____8. Putting appropriate gestures in a speech will probably help the speaker relieve tension.

_____9. Looking his best will help the speaker's self-confidence. That, in turn, will help stage fright.

_____10. It is possible to be scared but not look scared. It is possible to have stage fright and the audience not be aware of it.

APPENDIX L

TEST

CHAPTER 5 - ANALYZING THE MATERIAL

NAME_____

PERIOD_____

CHAPTER 5 - ANALYZING THE MATERIAL TEST

Write out true or false.

_____1. You must study a literature piece carefully to find all the elements that make it interesting.

_____2. The setting is where the action takes place.

_____3. Playfulness in a piece is an example of mood.

_____4. Animals can never be counted as characters.

_____5. Plot is the sequence of events that creates action.

_____6. The dominant idea of a piece is called the theme.

_____7. The first person in a story is "you."

_____8. Sound devices and figures of speech are examples of style.

_____9. Irony and humor are an example of style.

_____10. Literary analysis is a meeting of the minds between the author and his reader.

_____11. An author wanting to detail history is an example of purpose.

_____12. The year 2001 is an example of setting.

_____13. The year 1800 is an example of time.

_____14. A young woman who wants to cut off her beautiful long hair to sell so that she may buy her husband a very nice Christmas gift is an example of plot.

_____15. The study of the vocabulary from the literary piece is not very important.

APPENDIX M

TEST

CHAPTER 36 - RING UP A SALE

NAME_____

PERIOD_____

CHAPTER 36 - RING UP A SALE TEST

Write out true or false.

_____1. The purpose of a sales pitch is to persuade the listener into buying a product.

_____2. Believing in the product will not help the sales pitch very much.

_____3. The audience needs to know why they need the product.

_____4. The speaker and the audience should learn to use the product together. This makes the presentation more interesting for the audience.

_____5. Demonstrating the product helps the audience to know that the product is worthwhile.

_____6. Stating how the audience members can purchase the product will help to sell more of the product (credit card, down payment, installment plan, free gift with purchase).

_____7. Capturing the audience in a special way will help the sales pitch.

_____8. Rehearsing the sales pitch is a good idea, but rehearsing the demonstration is not necessary.

_____9. Questions about the product will probably not come up, so the speaker should not burden himself with becoming very familiar with the product.

10. List one thing that can be used for a sales pitch speech:

_____

List three steps that can be used to demonstrate this article.

a. _____

_____

b. _____

_____

c. _____

_____

APPENDIX N

TEST

CHAPTER 39 - INSTANT SPEECH

NAME_____

PERIOD_____

CHAPTER 39 - INSTANT SPEECH TEST

Write out true or false.

_____1. Impromtu means emergency or spur-of-the-moment speech.

_____2. This kind of speech almost never occurs at meetings, social gatherings, conferences, or banquets.

_____3. To prepare for an impromptu speech, try to analyze the situation early to see if you may be asked to speak.

_____4. It is not necessay that you listen to the others who may be asked to speak before you.

_____5. It is a good idea to try to make one key point in an impromptu situation.

_____6. The Capture-Motivate-Assert-Support-Restate pattern is not very helpful in an impromptu situation.

_____7. One thing that helps in the impromptu situation is to remain calm.

_____8. Conversations between friends are impromptu situations.

_____9. The first thing you should do is apologize for being unprepared.

_____10. It is best to begin with a capture step.

APPENDIX O

TEST

CHAPTER 38 - MIXED BAG

NAME_____

PERIOD_____

CHAPTER 38 - MIXED BAG TEST

Write out true or false.

_____1. Announcements are rarely heard in today's society.

_____2. The purpose of an announcement is to give information that is accurate, complete, clear, and long. The more information given, the better.

_____3. "The Brownville Garden Club will meet on Saturday, December 1st. The topic for discussion is tree preservation. The meeting will be held at the Brownville Civic Center. Interested persons may call Mary Smith at 555-1234 for more information." Write true if this announcement is complete. Write false if this announcement is incomplete.

_____4. When introducing a speaker, it is important to give the speaker's qualifications, accomplishments, or if those are few, some background information.

_____5. When presenting an award it is a good idea to have it in hand so that the audience can see it.

_____6. The award should be handed to the recipient using the presenter's hand farthest from the audience.

_____7. The best strategy in accepting an award is to express gratitude, share credit, describe appreciation for the significance of the award, describe any plans for the future.

_____8. Showing emotion when accepting an award is fine but should be somewhat controlled.

_____9. The award should be carried to his seat by the recipient with dignity.

_____10. Clarity is important in all announcements, introductions, presentations, and acceptances.

APPENDIX P

TEST

CHAPTER 30 - THE BOOK REVIEW

NAME_____

PERIOD_____

CHAPTER 30 - THE BOOK REVIEW (REPORT) TEST

Write out true or false.

_____1. The oral book report is an orderly talk about a book and its author.

_____2. The oral book report may inform, entertain, convince, or stimulate the audience.

_____3. The first step is to tell about the main character.

_____4. The first step is to tell about the author.

_____5. The second step is to tell your evaluation of the book.

_____6. The second step is to tell about the book.

_____7. It is helpful to read the book several times when preparing an oral book report.

_____8. It is permissible to use the book in your presentation to quote passages from the book.

_____9. The evaluation of the book should include your opinion of the book, and perhaps thoughts from newspaper literary reviews as well.

_____10. The speaker may write out a full speech or speak from notes for this kind of activity.

APPENDIX Q

TEST

CHAPTER 32 - PARLIAMENTARY LAW

AND STUDENT CONGRESS

NAME_____

PERIOD_____

CHAPTER 32 - PARLIAMENTARY PROCEDURE

AND STUDENT CONGRESS

Write out true or false.

_____1. Parliamentary law is a recognized procedure for conducting the business of a group of persons.

_____2. The purpose of parliamentary law is to slow down the transaction of business.

_____3. Both the U.S. Congress and the U.S. Senate use variations of parliamentary law.

_____4. Robert's Rules of Order is one kind of parliamentary procedure.

_____5. Robert's Rules of Order has been outlawed in all 50 states.

_____6. The larger the group of people, the more formal observance of parliamentary law is usually found.

_____7. The "precedence of motions" means that motions are debated in a certain order.

_____8. To "amend a motion" means a change must be made.

_____9. It is illegal to change an amendment beyond adding an amendment to it.

_____10. It is not possible to amend an amendment.

_____11. Some of chairman's duties are to call the meeting to order, to conduct the business, to enforce rules, and to appoint committees.

_____12. The secretary's duties include keeping accurate records of all business transacted by the house.

_____13. To gain recognition from the chairman, one should wave a red flag.

_____14. To state, "I move that_____," is to place a motion on the floor.

_____15. To second a motion, one should wave a white flag.

_____16. If one asks, "Mr. Chairman, point of information," then one is asking for information.

_____17. The chairman may adjourn the meeting or a motion can be made, voted on and carried out.

_____18. Bills should be long, at least 500 words.

_____19. Each line of a bill is numbered.

_____20. The "whereas" of a bill states why the bill is necessary.

_____21. The "be it resolved" of a bill states the law that the committee wants to pass.

_____22. A member of the committee that wrote the bill should present the bill.

_____23. The bill may be debated by members.

_____24. A vote is taken to pass or fail the bill.

_____25. The secretary usually announces the fate of the bills.